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ABSTRACT

In April 1992 the Louisiana Department of Education sent individualized school-level profiles and district composite reports to all 66 district offices in the state. To measure the effectiveness of this program and identify areas of improvement for subsequent profiles, a survey was conducted. This report considers the responses of 363 parent association participants, teachers, and principals. The majority agreed or strongly agreed that information in the report is useful, that it can help improve the quality of education in individual schools, and that parents should continue to receive a copy of the profile. The information was found to be easy to understand, and it was generally agreed that publishing profiles in the newspaper serves a useful purpose. Principals in particular disagreed with the effectiveness of profile reports and their circulation to parents and newspapers. Members of parent associations were the most enthusiastic about the report program. Ten exhibits, which include the survey forms, illustrate the discussion. (SLD)

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ED 374 159

A Statewide Program Assessment Survey of Parents', Teachers', and Principals' Perceptions of School Report Cards

By

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A Paper presented at the annual meeting of the American Educational Research Association, April 7, 1994, New Orleans, LA. We would like to thank Tabbitha Lemoine and Stacy Kirby for their effort in compiling the survey data.

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I. EXECUTIVE SUMMARY

Background

In April of 1992, the Louisiana Department of Education, under the direction of the State Board of Elementary and Secondary Education, developed and produced individualized School-level Profiles and District Composite Reports which were sent to all 66 district offices. The Department issued approximately 1,000,000 copies of the School-level Profiles for distribution to all parents with children in public schools. These annual reports which portray the status of public education in Louisiana, are part of the 1988 education reform legislation. The Profile reports are designed with an overall objective of increasing educational accountability by providing information about schools to parents, educators, and the general public.

In order to measure the success and assess the effectiveness of this program and identify areas of improvement for the next Profiles, the Bureau of School Accountability decided to obtain feedback from the parties who were the primary recipients of the Profiles as well as the Department staff and consultants who have worked with this program in the past three years. Given the immediate assessment objectives, the Bureau decided the most expedient way to accomplish this task was to develop a survey instrument and administer it to selected parents, teachers, and school principals. The selected groups were chosen from different parts of the state to provide a fair and state-wide perception of the Profiles Program. This report describes the survey instrument and the participants, analyzes the responses to the questionnaire, and provides summary conclusions and recommendations for improvement.

Survey Summary Results

The Bureau arranged to address several Parent Teacher Organization (PTO) and Parent Teacher Association (PTA) meetings around the state, including the Louisiana Parent Teacher Association (LAPTA) in Bossier City which drew participants from all regions of Louisiana. School Principal input was obtained through administering the survey during the Louisiana Association of Principals (LAP) meeting in Hessmer, Louisiana.

By combining the responses of all 363 respondents (PTO/PTA participants, teachers, and principals) to survey questions, the majority of the respondents either agreed or strongly agreed with the following statements:

1. The information in your school's Profile is useful to you.
2. Your school's Profile will help improve the quality of education at your school.
3. A copy of each school's Profile should continue to be sent home to parents.
4. It serves a useful purpose when newspapers acquire and publish schools' Profiles.
5. The information on the Profile is easy to understand.

More than two thirds of the combined respondents agreed or strongly agreed with Statements 1, 3, and 5. Thus, there is widespread agreement that the Profiles are useful, should be sent home to parents, and are easy to understand. However there is a significant difference between the principal group and the combined PTO/PTA and teacher groups regarding the degree of agreement/disagreement with each survey statement. The principal group in general disagreed with the effectiveness of the Profile reports, disagreed with sending Profiles to parents, and disagreed with publishing the contents of Profiles in newspapers.

Summary Conclusions and Recommendations

The following provides an overview of major conclusions and recommendations derived based on the review and analysis of the responses to the survey questionnaire:

Conclusions

1. Progress Profiles provide useful information to the public. This was acknowledged by 83% of the PTA/PTO members, 77% of the teachers, and 54% of the school principals.

2. Progress Profiles will help improve the quality of education in Louisiana. This was confirmed by 67% of the PTA/PTO and 58% of the teachers. They believed Profiles are good tools for parents and teachers to monitor a school's progress and assess its effectiveness.

3. Progress Profiles should be sent home to parents for their review. This was acknowledged by 84% of the PTA/PTO members and 63% of the teachers.

4. Some of the information provided such as the NRT results should be simplified.

5. Parents attending PTA/PTO meetings were very excited about the Profiles, while the majority of the Principals responding were not enthusiastic about the program at all.

Recommendations

1. Continue with the development and distribution of Progress Profiles.

2. Improve the overall appearance of the Profiles and simplify some of the tables.

3. Encourage school districts to send Profiles' data to school principals well in advance of public distribution.

4. Conduct presentations on Progress Profiles to several state-wide PTA, teacher and principal association groups as well as to business groups.

II. LOUISIANA PROGRESS PROFILE OVERVIEW

Background

The Louisiana Department of Education (LDE), under the direction of the State Board of Elementary and Secondary Education, is charged with the responsibility for the development and production of Progress Profiles. These annual reports which portray the status of public education in Louisiana, are part of the 1988 education reform legislation. The Profile reports are designed to meet the following specific objectives:

- Provide information about schools to parents and the general public;
- provide a basis for educational planning;
- increase educational accountability at all levels; and
- show school performance from year to year

There are three distinct reports which have been prepared for the 1990-91 school year. These reports include School-level Profiles, District Composite Reports, and a State-level Profile. The School-level Profiles provide specific information for each public school in Louisiana except for some special education, alternative, and vocational schools. The information provided for each school, includes data on the following educational topics:

1) Class Size Characteristics
2) Teacher Certification (Classes Taught by Teachers Who Meet State Requirements)
3) Student Dropouts
4) Student Attendance
5) Student Suspensions & Expulsions
6) ACT Results
7) Criterion-Referenced Test (CRT) Results
8) Norm-Referenced Test (NRT) Results

In April of 1992, the Louisiana Department of Education developed and produced individualized School-level Profiles and District Composite Reports which were sent to all 66 district offices. The Department issued approximately 1,000,000 copies of the School-level Profiles for distribution to all parents with children in public schools. The District Composite Reports were aimed at the school administrators and district staff. Exhibit 1 provides a representative copy of the School-level Profile, and Exhibit 2 provides a sample page of the District Composite Report.

The State-level Profile, which was issued in June 1992, provides an overview of the public education in Louisiana and is directed toward the members of the State Board of Elementary and Secondary Education (BESE), state legislators, district administrators, business leaders, members of the media, other state education agencies, and interested parties.

Exhibit 1

School Name

Street Address
City, Louisiana 00000-0000
Parish Name

Louisiana Progress Profile
School Year 1990 - 1991

LDE School Code: 000000
Grade Levels: K-12, S
Total Student Membership: 108
- Regular Education: 108
- Special Education: 0
Number of Faculty: 14

This report contains important information about your child's school that will allow you to follow the school's progress over time. Information is also provided for your district, and in some instances, for the state and the nation.

Although the report shows the performance of your child's school in selected educational areas, it does not address all aspects of effective schools, such as parental and community involvement or the learning environment.

Note:

- All tables and charts in this report include data on regular education students and some special education students who attend regular education classes. Data are not included for students who attend special education facilities.
- The faculty data as presented in Table 2 include data on all regular and special education teachers/faculty.

1 Class Size Characteristics

Grades	Class Size Range	School		District	State
		number	percent	percent	percent
K-3	1-12	8	36.46	16.46	4.86
	13-20	8	61.84	36.16	31.16
	21-26	0	0.00	46.36	62.96
	27 or more	0	0.00	0.00	1.36
4-12	1-12	21	56.36	26.86	5.37
	13-20	16	42.11	31.26	20.86
	21-26	1	2.63	31.86	37.06
	27-33	0	0.00	10.96	33.46
	34 or more	0	0.00	0.00	0.00

Maximum class sizes are set by the State Board of Elementary and Secondary Education (BESE) at 26 students for grades K-3 and 33 students for grades 4-12. Please note that activity classes such as PE, chorus, and band have been excluded from the above calculation so they are allowed to contain more than 33 students.

- 100% of classes in this school for grades K-3 meet BESE requirements.
- 100% of classes in this school for grades 4-12 meet BESE requirements.

2 *Classes* Taught by Teachers Who Meet State Requirements

Classes Taught by Teachers in the Following Categories:	School		District	State
	number	percent	percent	percent
Category 1	42	77.86	79.90 *	87.96
Category 2	18	22.11	20.66	11.94
Category 3	0	0.00	0.46	0.09

Category 1 - *Number and percent of classes* which are taught by teachers who hold state-issued standard certificates for these classes.

Category 2 - *Number and percent of classes* which are taught by teachers who are authorized by BESE to teach these classes. Some of these teachers may hold a standard certificate for other classes.

Category 3 - *Number and percent of classes* which are taught by teachers who are neither certified nor authorized by BESE to teach these classes. Some of these teachers may hold a standard certificate for other classes.

3 Student Dropouts

Grade Level	School		District		State	
	number	percent	number	percent	number	percent
7	0	0.00	0	0.00	999	1.46
8	1	0.00	1	0.56	983	1.61
9	0	0.00	4	1.81	2,601	4.26
10	0	0.00	6	4.23	1,861	3.06
11	0	0.00	2	1.52	1,486	3.61
12	0	0.00	1	0.81	1,194	3.21
Total 7-12	1	1.20	14	1.40	8,906	2.93

This table shows the number and percent of dropouts for grades 7-12 and the total for these grades. The percent for each grade level is the number of students who drop out of a school at that grade level divided by the cumulative enrollment for that grade level. The percent for the school (grades 7-12) is the total number of students who drop out of the school divided by the cumulative enrollment (grades 7-12) for the school.

4 Percent of Student Attendance

School	District
94.73	93.57

This table shows the percent of students that attended school during the year. This percent is the end-of-year aggregate days of attendance divided by the aggregate days of membership. If all students who were enrolled in the school went to school everyday, the percent of student attendance would be 100%.

5 Students Suspended and Expelled

	School		District	
	number	percent	number	percent
Students Suspended	4	3.92	274	10.72
Students Expelled	0	0.00	21	0.82

This chart shows the number and percent of students suspended, as well as the number and percent of students expelled, during the school year. This percent is the total number of students who are suspended or expelled from a school divided by the cumulative enrollment for that school. Since a student may be suspended more than once during a school year, this number and percent may not reflect the actual number of suspensions.

Please note that these figures reflect only out-of-school suspensions. Some schools have in-school suspension programs which reduce the reported number of student suspensions; therefore, school comparisons should be viewed with caution.

6 ACT Results
Average Composite Scores

School	District	State	Nation
23.0	20.2	19.4	20.6

The highest possible score on the ACT is 36. The state and national averages shown here include both public and nonpublic school graduating seniors. The school and district averages include only public school graduating seniors.

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Exhibit 1 (continued)

School Name

Louisiana Progress Profile - School Year 1990 - 91
Louisiana Educational Assessment Program (LEAP)

LDE School Code: 000000

LEAP results in the following graphs/tables reflect scores for regular education students and special education students identified as gifted and/or talented, speech impaired and/or hospital/homebound.

7. CRT RESULTS: The results of the Louisiana Criterion-Referenced Tests (CRTs) measure the extent to which students meet state-established grade-level skill requirements in specific subject areas for grades 3, 5, 7, and for the secondary level Graduation Exit Examination (GEE). The graphs illustrated on this page show the percent of students in your school who initially attained the state performance standard for the various CRTs in 1990-91.

8. NRT RESULTS: The Norm-Referenced Test (NRT) taken by Louisiana students in grades 4, 6, and 9 is the California Achievement Test (CAT). The composite results (total battery) from these tests in reading, language, and mathematics allow us to compare the performance of Louisiana students with that of other students across the nation. (This group is referred to as the national norm group.)

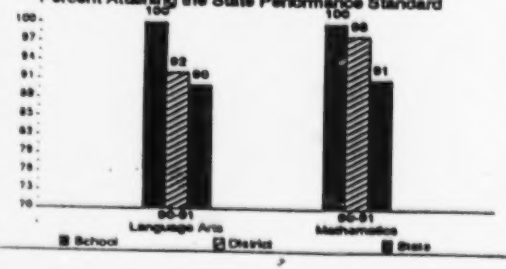
Individual student scores on these tests are typically reported in the form of national percentile rankings from 1 to 99. A specific percentile rank of 71 means that the student scored higher than 71 percent of the students in the norm group. For comparison purposes, the percentile scores of the students in the norm group are listed from highest to lowest and then divided into four equal groups called quarters.

If the students in your school performed like the national norm group, 25 percent of your students would fall into each of the four quarters. The actual percent of students in your school scoring in each quarter by grade for the school year 1990-91 is shown in the NRT tables on this page.

7a

CRT Results - Grade 3

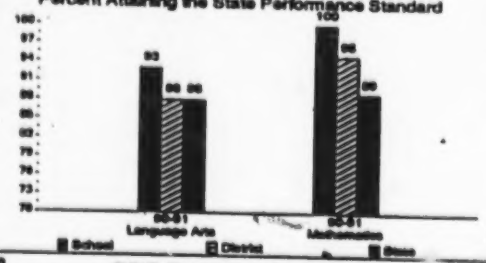
Percent Attaining the State Performance Standard



7b

CRT Results - Grade 5

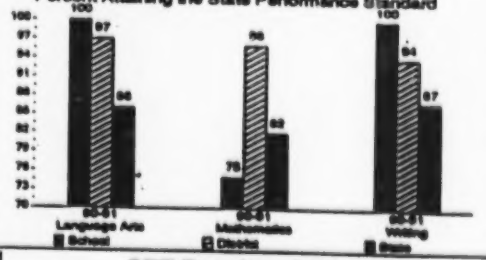
Percent Attaining the State Performance Standard



7c

CRT Results - Grade 7

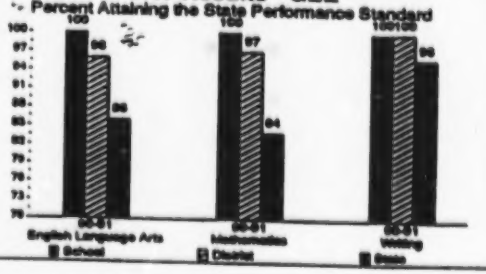
Percent Attaining the State Performance Standard



7d

CRT Results - GEE

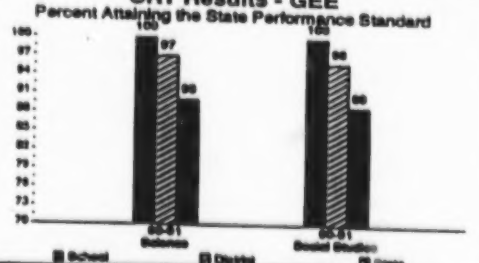
Percent Attaining the State Performance Standard



7e

CRT Results - GEE

Percent Attaining the State Performance Standard



8a

Composite NRT Results - Grade 4

Percent of Student Population Scoring in Each Quarter

Quarters (Percentile)	School	District	State	National Norm Group
Quarter 4 (76-99)	0.0	18.3	18.8	25
Quarter 3 (51-75)	20.0	24.1	25.8	25
Quarter 2 (26-50)	20.0	43.8	36.8	25
Quarter 1 (1-25)	20.0	18.8	21.0	25

8b

Composite NRT Results - Grade 6

Percent of Student Population Scoring in Each Quarter

Quarters (Percentile)	School	District	State	National Norm Group
Quarter 4 (76-99)	20.0	17.1	21.2	25
Quarter 3 (51-75)	25.0	31.8	26.8	25
Quarter 2 (26-50)	30.0	36.2	33.0	25
Quarter 1 (1-25)	0.0	15.0	19.9	25

8c

Composite NRT Results - Grade 9

Percent of Student Population Scoring in Each Quarter

Quarters (Percentile)	School	District	State	National Norm Group
Quarter 4 (76-99)	33.0	24.7	18.9	25
Quarter 3 (51-75)	41.7	36.7	25.8	25
Quarter 2 (26-50)	23.3	26.0	34.7	25
Quarter 1 (1-25)	0.0	13.6	20.6	25

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Exhibit 2

DISTRICT COMPOSITE REPORT
EAST BATON ROUGE PARISH

CLASSES TAUGHT BY TEACHERS WHO MEET STATE REQUIREMENTS

LDE School Code	School Name	School Year	Category 1 Number	Category 1 Percent	Category 2 Number	Category 2 Percent	Category 3 Number	Category 3 Percent
017049	Lanier ES	1990-91	146	90.63	6	9.38	0	0.00
017052	Lee, R. E. ES	"	331	94.07	25	5.93	0	0.00
017053	Magnolia Woods ES	"	77	97.44	1	2.56	0	0.00
017054	Mayfair ES	"	33	92.59	2	7.41	0	0.00
017055	McKinley M Mag	"	352	87.50	32	12.50	0	0.00
017056	McKinley SrHS	"	225	79.37	59	20.63	0	0.00
017057	Melrose ES	"	27	80.65	6	19.35	0	0.00
017058	Merrydale ES	"	38	94.29	6	5.71	0	0.00
017061	Nicholson ES	"	25	89.29	3	10.71	0	0.00
017062	N Highlands ES	"	51	91.67	4	8.33	0	0.00
017063	Northdle Alt Mag	"	55	78.57	13	21.43	0	0.00
017064	Northeast ES	"	138	90.91	11	9.09	0	0.00
017065	Northeast HS	"	190	92.41	15	7.59	0	0.00
017066	Northwestern ES	"	31	93.94	6	6.06	0	0.00
017067	Northwestern MS	"	227	92.55	21	7.45	0	0.00
017068	Park ES	"	70	81.40	11	18.60	0	0.00
017069	Park Forest ES	"	36	97.14	6	2.86	0	0.00
017070	Park Forest MS	"	204	92.64	19	7.36	0	0.00
017071	Park Ridge ES	"	38	85.71	9	14.29	0	0.00
017072	Parkview ES	"	30	93.75	3	6.25	0	0.00
017073	Polk ES	"	32	85.71	4	14.29	0	0.00
017074	Prescott MS	"	234	87.36	40	12.64	0	0.00
017075	Progress ES	"	45	76.67	8	23.33	0	0.00

(Continued on following page)

Footnote(s):

Category 1: Number and percent of *classes* which are taught by teachers who hold state-issued standard certificates for these classes.

Category 2: Number and percent of *classes* which are taught by teachers who are authorized by BESE to teach these classes. Some of these teachers may hold a standard certificate for other classes.

Category 3: Number and percent of *classes* which are taught by teachers who are neither certified nor authorized by the State Board to teach these classes. Some of these teachers may hold a standard certificate for other classes.

The district and state totals/percentages have been calculated only for the 1,392 schools receiving Progress Profiles.

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Need For Profile Assessment

The ultimate goal for the Department of Education and the Bureau of School Accountability is to implement an effective Profile reporting program which will successfully meet its stated objectives. In order to assess the effectiveness of this program and identify areas of improvement for the next Profiles, the Bureau must obtain feedback from the parties who are the primary recipients of the Profiles as well as the Department staff and consultants who have worked with this program in the past three years. Given the immediate assessment objectives, the Bureau decided the most expedient way to accomplish this task was to develop a survey instrument and administer it to selected parents, teachers, and school principals. The selected groups were chosen from different parts of the state to provide a fair and state-wide perception of the Profiles program.

Survey Format and Contents

The survey questionnaire was comprised of two sections. Section One contained five statements which required the respondent to circle a number in a scale of 1 to 5. Section Two contained five (six for school principals) open-ended questions requiring written responses.

The surveys administered to all respondents were identical with the exception that the survey questionnaire for principals contained one additional question regarding the distribution of the Profiles

Exhibit 3 is a copy of the survey administered to parents and teachers. Exhibit 4 is a copy of the survey administered to the school principals.

Exhibit 3

Progress Profiles Survey

(PTO/PTA and Teachers' Version)

This survey was designed to obtain your feedback on a number of aspects of the *1990-91 School-level Progress Profiles*. Please circle the appropriate number for each question based on the following scale:

5 - Strongly Agree
4 - Agree
3 - Undecided
2 - Disagree
1 - Strongly Disagree

Section One

1. The information in your school's *Profile* is useful to you. 1 2 3 4 5

2. Your school's *Profile* will help improve the quality of education at your school. 1 2 3 4 5

3. A copy of each school's *Profile* should continue to be sent home to parents. 1 2 3 4 5

4. It serves a useful purpose when newspapers acquire and publish schools' *Profiles*. 1 2 3 4 5

5. The information on the *Profile* is easy to understand. 1 2 3 4 5

Section Two

6. Describe any information which you find difficult to understand.

7. What additional information, if any, should be reported on the *Profile?*

8. What information, if any, should be removed from the *Profile?*

9. In what ways do you think you will use the information contained on the *Profile*?

10. Do you have any additional comments regarding the *Progress Profiles* project which you would like to share with us?

[In actual survey, ample space was provided for responses to questions 6-10]

Exhibit 4

Progress Profiles Survey

(Principals' Version)

This survey was designed to obtain your feedback on a number of aspects of the *1990-91 School-level Progress Profiles*. Please circle the appropriate number for each question in "Section One" based on the following scale:

5 - Strongly Agree
4 - Agree
3 - Undecided
2 - Disagree
1 - Strongly Disagree

Section One

1. The information in your school's *Profile* is useful to you. 1 2 3 4 5

2. Your school's *Profile* will help improve the quality of education at your school. 1 2 3 4 5

3. A copy of each school's *Profile* should continue to be sent home to parents. 1 2 3 4 5

4. It serves a useful purpose when newspapers acquire and publish schools' *Profiles*. 1 2 3 4 5

5. The information on the *Profile* is easy to understand. 1 2 3 4 5

Section Two

6. Describe any information which you find difficult to understand:

7. What additional information, if any, should be reported on the *Profile?*

8. What information, if any, should be removed from the *Profile?*

9. In what ways do you think you will use the information contained on the *Profile*?

10. If you had any unusual difficulties in distributing your school's *Profiles*, describe them:

11. Do you have any additional comments regarding the *Progress Profiles* project which you would like to share with us?

[In actual survey, ample space was provided for responses for questions 6-11]

Survey Administration / Data Collection Approach

To obtain parental input, the Bureau arranged to address several Parent Teacher Organization (PTO) and Parent Teacher Association (PTA) meetings around the state in April and May of 1992. Though some teachers do attend these meetings, the large proportion of the participants are parents. Moreover, these meetings were an ideal mechanism for gathering a relatively large number of concerned parents together in one place shortly after the issuance of the Profiles. At these meetings each participant was provided with a copy of a school-level Profile. (In the case of the two school-level PTO meetings, each participant was provided with his/her school's own Profile.) A Bureau representative, using overhead transparencies, briefly described each Profile indicator to the group. Following the presentation, the Profile survey was distributed to all meeting participants to be anonymously completed, and immediately returned.

Presentations were made to the LeBlanc Middle school PTO in Sulphur, Calcasieu, to the Weaver Elementary PTO in Natchitoches, and to the Louisiana Parent Teacher Association (LAPTA) meeting in Bossier City. The LAPTA meeting drew participants from all regions of the state. A total of 157 completed surveys were collected from these three meetings.

Teacher input was obtained by distributing the survey to teachers at seven elementary, middle and high schools in three parishes. The surveys were sent via the school delivery system to all teachers at 5 East Baton Rouge Parish schools. Those teachers who completed the surveys returned them to the principal, who in turn returned them to the district central office where a Bureau staff member collected them. The principal at East Iberville High in Iberville parish distributed to and collected the completed survey from his faculty. Finally, a teacher at East St. John High School in Reserve distributed the survey to teachers on her staff. A total of 130 completed surveys were collected from all teachers; though the largest portion, 107, were collected from East Baton Rouge parish teachers.

Principal input was obtained through administering the survey at the May meeting of the Louisiana Association of Principals (LAP) in Hessmer. The surveys were distributed to and collected from 76 principals, who represented all regions of Louisiana.

Compilation and Analysis of Survey Results

After the completed survey questionnaires were collected, the Department compiled and analyzed the results. The responses in sections one and two were analyzed separately. The findings of the survey results have been organized into two sections accordingly.

For analyzing the responses to Statements 1-5 (Section One), as presented in exhibits 5-10, we have combined the percent of the respondents who either agreed (circled number 4) or strongly agreed (circled number 5) with each statement and created the "Agreement" response. For the "Disagreement" response, we combined the percent of respondents who either

disagreed (circled number 2) or strongly disagreed (circled number 1) with the statement. The percentage of those who were undecided (circled number 3) is not shown, but can be calculated by adding the percent of those who agreed and disagreed, and subtracting that number from 100.

For the open-ended questions 6-10 (Section Two) which required written responses, the analysis included only the surveys completed by participants at the LAPTA meeting as representative of parents' input, and surveys completed by East Baton Rouge parish teachers as representative of teacher input. All surveys completed by principals at the LAP meeting were also analyzed.

The responses of all three groups to each question were analyzed separately. Within each group, responses were tabulated and classified according to the frequency of similar responses to each question. For the sake of brevity, the bulk of the analysis below is limited only to responses which were reported more than once. However, some unique responses are listed, especially when the same response came from more than one group. It is important to note that not all respondents answered all of the questions.

III. SURVEY RESULTS - SECTION ONE

Overall Findings

Exhibit 5 combines the responses of all 363 respondents (PTO/PTA participants, teachers, and principals) to survey Statements 1-5. The majority of the respondents either agreed or strongly agreed with every survey statement. Indeed, more than two thirds of the respondents agreed or strongly agreed with Statements 1, 3, and 5. Thus, there is widespread agreement that the Profiles are useful, should be sent home to parents, and are easy to understand. However there is a significant difference between the principal group and the combined PTO/PTA and teacher groups regarding the degree of agreement/disagreement with each survey statement. Therefore, the responses of each group will be analyzed separately, and then compared.

Exhibit 5

PROGRESS PROFILE SURVEY RESULTS
Survey Administered April/May 1992
PTO/PTA Members, Teachers, and Principals

Agreement: is a combination of responses for agree (4) and strongly agree (5).

Disagreement: is a combination of responses for disagree (2) and strongly disagree (1).

Respondents: 363

S-1 The information in your school's Profile is useful to you.
S-2 Your school's Profile will help improve the quality of education at your school.
S-3 A copy of each school's Profile should continue to be sent home to parents.
S-4 It serves a useful purpose when newspapers acquire and publish schools' Profiles.
S-5 The information on the Profile is easy to understand.

Possible Survey Responses:
5 - Strongly Agree
4 - Agree
3 - Undecided
2 - Disagree
1 - Strongly Disagree

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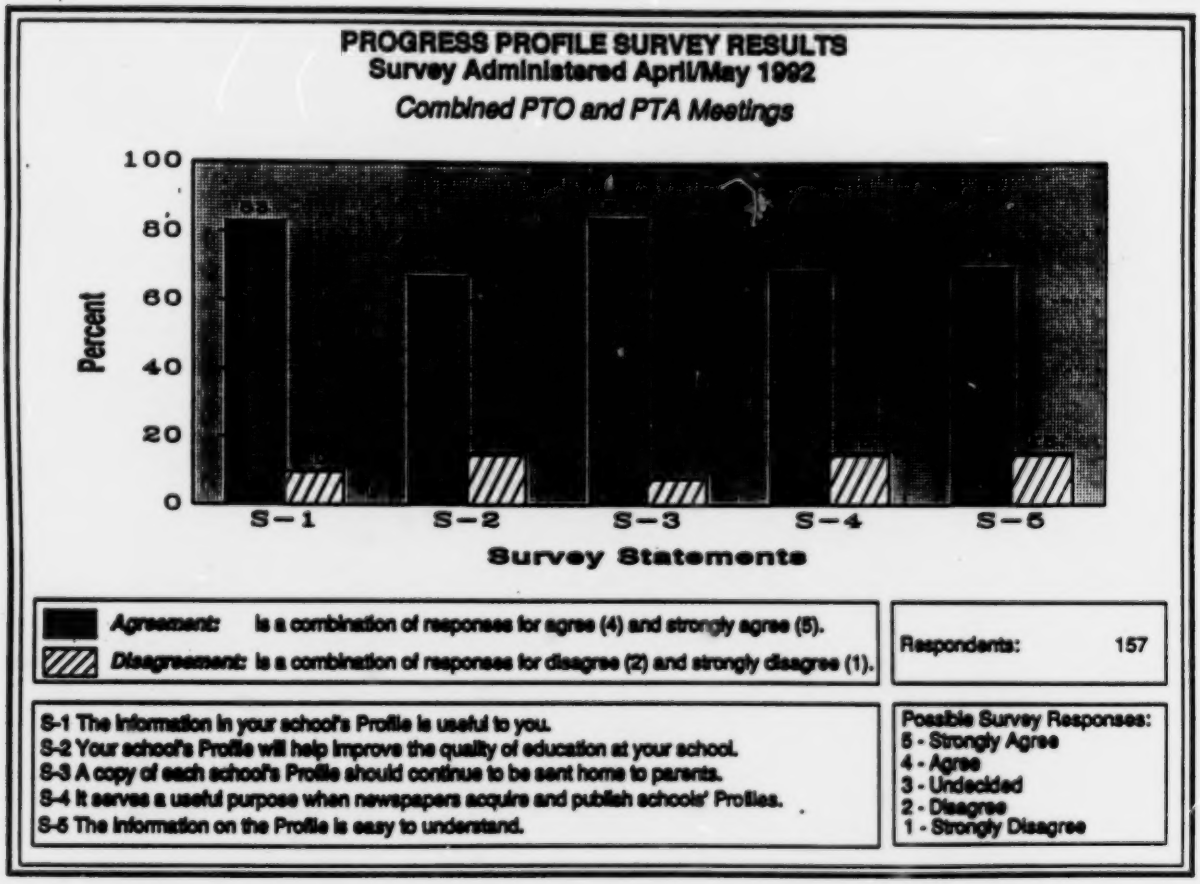
PTO/PTA Participants' Assessment/Perception of Progress Profiles

Exhibit 6 indicates PTO/PTA participants' agreement/disagreement with each survey statement. Over two thirds of all respondents either agreed or strongly agreed with every survey statement. By contrast no more than 15 percent either disagreed or strongly disagreed with any statement. There was strongest agreement with Statement 3 which states that Profiles should be sent home to every parent. Only eight percent of respondents disagreed or strongly disagreed with this statement. There was least agreement with Statement 2, where nevertheless 67 percent either agreed or strongly agreed that their school's Profile would help improve the quality of education at their child's school. As is indicated in Exhibit 6, the overall agreement rating of PTO/PTA participants with Statements 1-5 is 75 percent.

Exhibit 6



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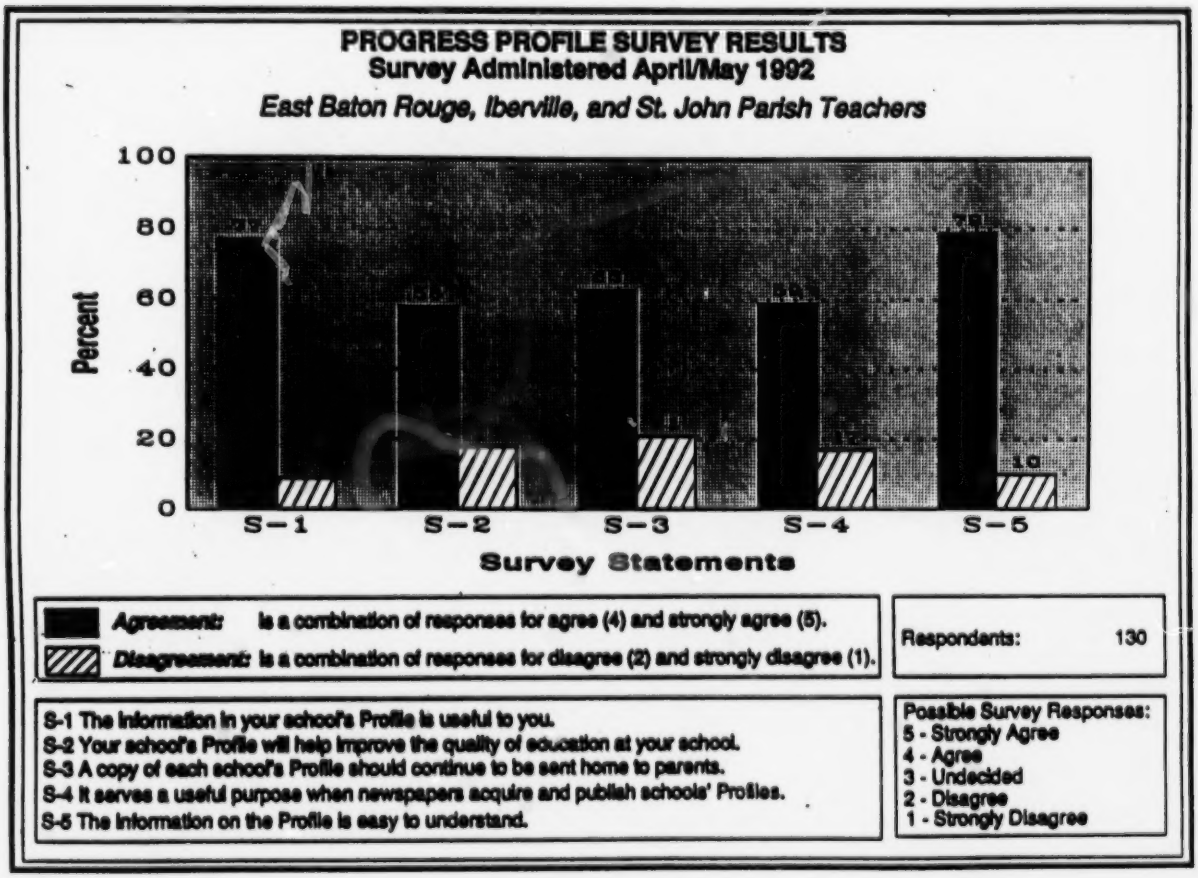
Teachers' Assessment/Perception of Progress Profiles

Exhibit 7 indicates teachers' agreement/disagreement with each survey statement. Well over 50 percent of all teachers either agree or strongly agree with every survey statement. No more than 21 percent of teachers either disagreed or strongly disagreed with any statement. Agreement was greatest with Statement 5, where 75 percent agreed that the information on the Profile is easy to understand. Only 10 percent of teachers disagreed with this statement. There was least agreement with Statement 2, where there was still 58 percent agreement that their school's Profile would improve the quality of education at their school. Eighteen percent of teachers either disagreed or strongly disagreed with this statement. There was strongest disagreement with Statement 3, where 21 percent of teachers disagreed or strongly disagreed that a copy of each school's profile should be sent home to parents. Exhibit 10 indicates that the overall agreement rating of teachers with statements 1-5 is 67 percent.

Exhibit 7



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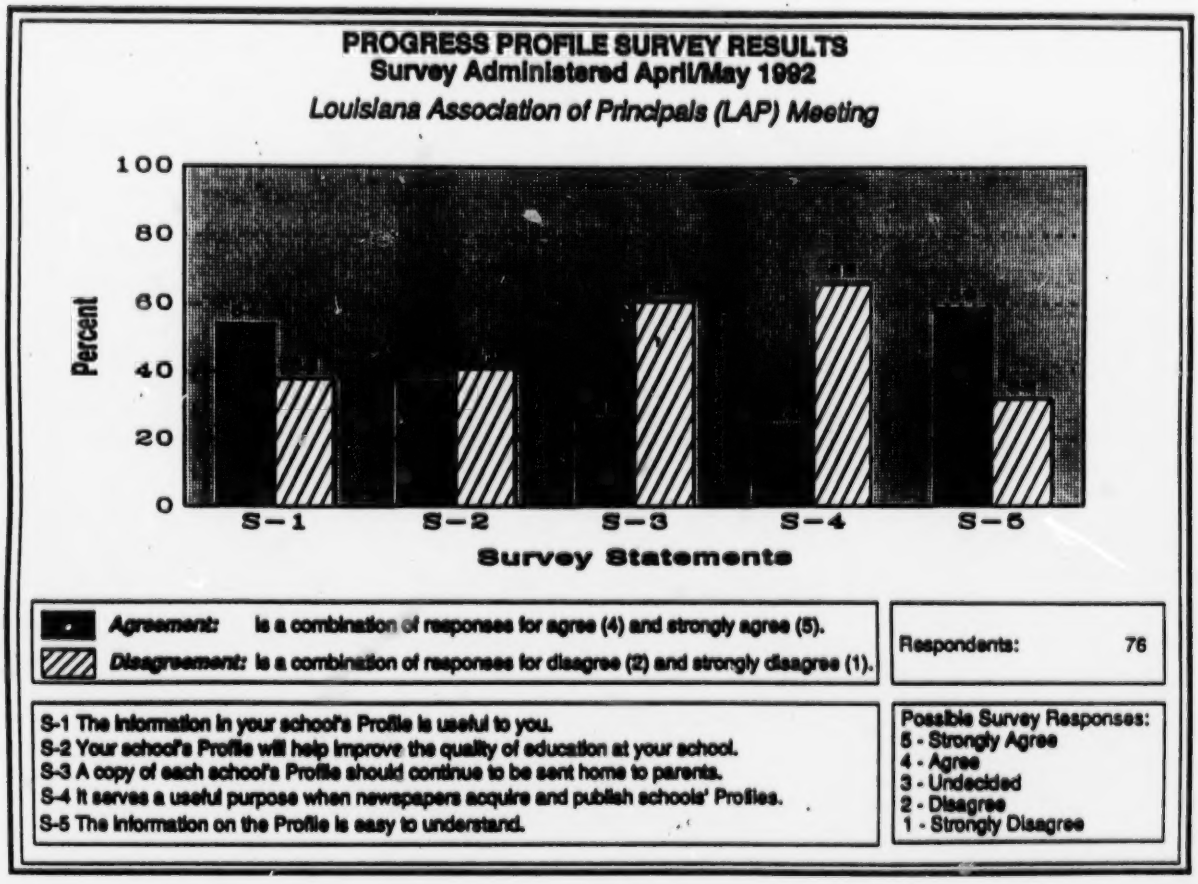
Principals' Assessment/Perception of Progress Profiles

Exhibit 8 indicates principals' agreement/disagreement with each survey statement. Unlike PTO/PTA participants and teachers, a majority of principals either agreed or strongly agreed with only two statements. Fifty-four percent of principals agreed or strongly agreed with Statement 1 that the information on the Profile was useful to them, and 59 percent agreed or strongly agreed with Statement 5 that Profile information was easy to understand. By contrast, 61 percent of principals either disagreed or strongly disagreed that Profiles should be sent home to parents. An even greater number, 66 percent, either disagreed or strongly disagreed with Statement 4 that it is useful when newspapers publish school Profiles. Exhibit 10 indicates that the overall agreement rating of principals with Statements 1-5 is only 40 percent.

Exhibit 8



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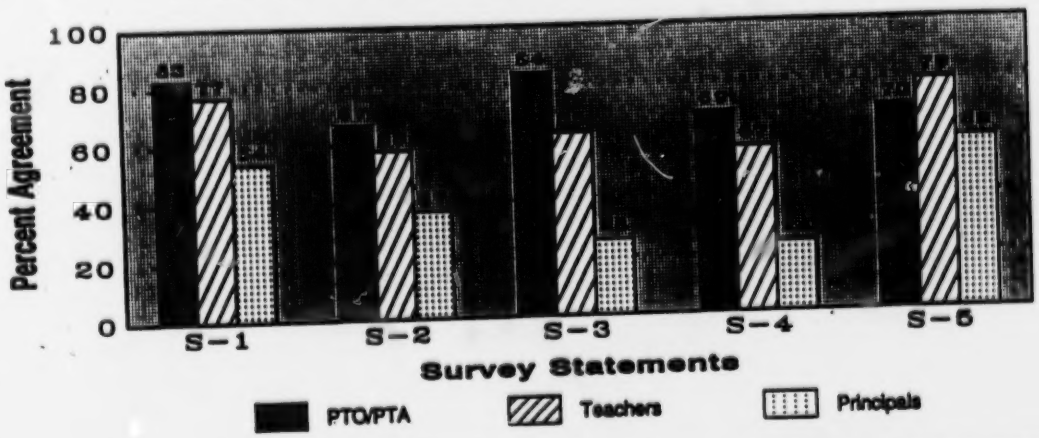
Comparison of PTO/PTA, Teacher, and Principal Assessment/Perception

Exhibit 9 compares the percentage of each group who either agrees or strongly agrees with each survey statement. More than 50 percent of the respondents of each group agree or strongly agree with Statement 1, that the Profile information is useful, and Statement 5, that the Profiles are easy to understand. PTO/PTA participants have the highest percentage of agreement with every statement except Statement 5, that the Profiles are easy to understand. Principals, on the other hand, have the lowest percentage of agreement on all five statements compared to PTO/PTA participants or teachers. Teachers fall between PTO/PTA participants on percent agreement on every statement except Statement 5, where teachers have the highest percent agreement that the Profiles are easy to understand. Exhibit 10 graphically illustrates that PTO/PTA participants have the highest, whereas principals have the lowest overall agreement rating. Moreover, the difference between teachers and PTO/PTA participants (8 percentage points) is much less than the difference between teachers and principals (17 percentage points). This suggests that the perceptions of PTO/PTA participants and teachers are similar, whereas the perceptions of principals differ significantly from both groups.

Exhibit 9

PROGRESS PROFILE SURVEY RESULTS
Survey Administered April/May 1992
Comparison of PTO/PTA Members, Teachers, and Principals



Agreement: is a combination of responses for agree (4) and strongly agree (5).

PTO/PTA Members:	157
Teachers:	130
Principals:	78

S-1 The information in your school's Profile is useful to you.
S-2 Your school's Profile will help improve the quality of education at your school.
S-3 A copy of each school's Profile should continue to be sent home to parents.
S-4 It serves a useful purpose when newspapers acquire and publish schools' Profiles.
S-5 The information on the Profile is easy to understand.

Possible Survey Responses:
5 - Strongly Agree
4 - Agree
3 - Undecided
2 - Disagree
1 - Strongly Disagree

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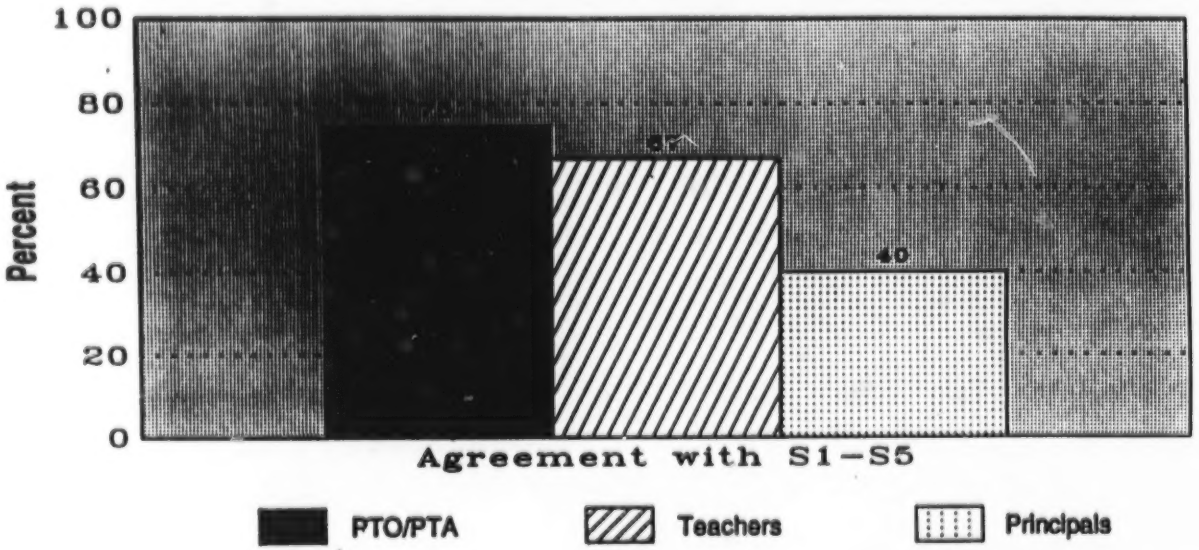
Exhibit 10

PROGRESS PROFILE SURVEY RESULTS
Survey Administered April/May 1992

Overall Agreement Rating of PTO/PTA Members, Teachers, and Principals



Agreement: is a combination of responses for agree (4) and strongly agree (5).

PTO/PTA Members:	157
Teachers:	130
Principals:	76

S-1 The information in your school's Profile is useful to you.
S-2 Your school's Profile will help improve the quality of education at your school.
S-3 A copy of each school's Profile should continue to be sent home to parents.
S-4 It serves a useful purpose when newspapers acquire and publish schools' Profiles.
S-5 The information on the Profile is easy to understand.

Possible Survey Responses:
5 - Strongly Agree
4 - Agree
3 - Undecided
2 - Disagree
1 - Strongly Disagree

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IV. SURVEY RESULTS - SECTION TWO

For this section of the survey, a majority of the participants did not respond to several of the questions. Furthermore, in most cases, no consensus could be built due to lack of similar responses to a particular question. The following provides an overview of the responses to Questions 6 through 10:

Question 6: "Describe any information you find difficult to understand?"

Louisiana Parent Teacher Association (LAPTA) - (13 respondents):

Two respondents indicated that they had no difficulty understanding the Profiles, whereas two indicated that they needed help understanding it. Two indicated that the test data were difficult to understand, specifically the NRT tables. These were the only responses cited more than once.

East Baton Rouge Teachers - (18 respondents):

Majority of the respondents indicated they had no difficulty understanding the Profiles. Two respondents indicated that parents/public may have difficulty.

Louisiana Association of Principals (LAP) - (33 respondents):

The most common response to Question 6 was that "Parents do not understand!" The most frequently identified indicator was "Classes taught by certified teachers" (7 responses). The second most frequently identified indicator was NRT (6). An equal number of principals were quick to add that *they* personally had no trouble understanding the Profile (6).

Question 7: "What additional information should be reported on the Profile?

Louisiana Parent Teacher Association (LAPTA) - (13 respondents):

The only multiple response to this question was that "no new information should be reported on the Profile" (4 responses). Other suggestions included adding socioeconomic/demographic background of school, and overall G.P.A.

East Baton Rouge Teachers - (29 respondents):

Almost 50% of the respondents indicated that no new information should be added to the Profile report. The only other multiple response to this question was to add "student failure rate". Other responses included adding "socioeconomic/ethnic information" and "ratio of special education to regular education students".

Louisiana Association of Principals (LAP) - (36 respondents):

By far the most common single response to Question 7 was that no additional information should be added (18 responses). The only other multiple responses were to add "year by year comparisons" (2), and similar schools group comparisons (2). Other single responses included adding socioeconomic and ethnic population of school, financial information, percent teacher attendance, and economic condition of community.

Question #8: "What information, if any, should be removed from the Profile?"

Louisiana Parent Teacher Association (LAPTA) - (8 respondents):

Eight individuals responded that no information should be removed from Profile. There were no other responses.

East Baton Rouge Teachers: - (29 respondents)

The large majority of teachers indicated that no information should be removed from the Profiles. One respondent said she hoped that the reporting of suspensions would not discourage schools from using this mode of discipline.

Louisiana Association of Principals (LAP) - (32 respondents):

The most common response to this question was that "all information should be removed" (10 responses), i.e., that the Profiles should be discontinued. The second most common response was that "suspensions should be removed" (9). There was a tie for the third most frequent response between "no information should be removed" (4), and "attendance information should be removed" (4). Other multiple responses included "remove expulsions" (3), "remove test results" (2), and "remove teacher certification" (2).

Question #9: "In what ways do you think that you will use the information contained on the Profiles?"

Louisiana Parent Teacher Association (LAPTA) - (21 respondents):

Four of the respondents indicated that they would use the information "to improve school". Three said they would use the information "to educate other parents" and another three said they "would not use Profile information". There were several tandem responses including to "compare schools in parish", "to show parents and teachers where school is weak", "to prepare students for testing" and "to monitor school's progress".

East Baton Rouge Teachers - (40 respondents):

Nine said that they would use Profiles to determine areas of need. Seven teachers responded that they would use information to compare schools.

Louisiana Association of Principals (LAP) (43 respondents):

The most common response to this question was that "they would not use the Profiles" (12 responses). The second most common response related to using the Profiles to identify areas that need improvement (6). Other multiple responses included "improving attendance" (2), to "in-service faculty" (2), "as a summary report of school performance" (2), and "for long range planning" (2).

Question #10 (#11 for principals): "Do you have any additional comments regarding the Progress Profiles project which you would like to share with us?"

Louisiana Parent Teacher Association (LAPTA) - (17 respondents):

The most common response to this question was that the expense was not warranted (3 responses). Only two other responses occurred more than once: "the need to monitor schools' submission of data to the Department of Education" and "the need to mandate that schools distribute Profiles to every parent". Other responses included "the need to show improvement from year to year" and "the need to more clearly explain the *Profiles*". One individual indicated that "most parents don't understand the Profiles!" and another indicated that "a phone number should be included on the Profile".

East Baton Rouge Teachers: (18 respondents):

Four teachers indicated that they enjoyed reading the Profiles. Four teachers also stated that they thought the Profiles were a waste of time and money. Other responses included that the print on the Profiles was too small, that Profiles should be made available only on request, and that the Profiles should be distributed only at the beginning of the year.

Louisiana Association of Principals (LAP) - (33 respondents):

The most frequent response to this question by a large margin related to the project being a waste of money. Twenty-five percent of principals responded this way. The second most common response was that it was not possible to fairly compare schools (7 responses). The only other comment that occurred more than once was that the data were too old.

Question #10 (for principals only): "If you had any unusual difficulties in distributing your school's Profiles, describe them."

Louisiana Association of Principals (LAP) - (33 respondents):

The most frequent response to this question was "no problem distributing the reports" (10 responses). There were three principals who thought "it was a total waste of time and effort". A few stated that "parents do not understand these reports". One principal wrote "the difficulty was trying to explain to the community why we had low test scores", while another stated "the pride of their community was damaged!"

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the review and analysis of the responses to the survey questionnaire, the following conclusions and recommendations have been derived:

Conclusions

1. Progress Profiles provide useful information to the public. This was acknowledged by 83% of the PTA/PTO members, and 77% of the teachers and 54% of the school principals.

2. Progress Profiles will help improve the quality of education in Louisiana. This was confirmed by 67% of the PTA/PTO and 58% of the teachers. They believed Profiles are good tools for parents and teachers to monitor a school's progress and assess its effectiveness.

3. Progress Profiles should be sent home to parents for their review. This was acknowledged by 84% of the PTA/PTO members and 63% of the teachers.

4. Local newspapers should be encouraged to publish the results of the Progress Profiles in their papers.

5. The information presented in the Profiles are easy to understand, once they have been explained to the recipients. Some indicators such as NRT should be simplified.

6. Profiles in general contain sufficient information, however, including socioeconomic and demographic information will increase its usefulness.

7. Parents attending PTA/PTO meetings were very excited about the Profiles, while the majority of the school Principals responding were not enthusiastic about the program at all.

Recommendations

1. Continue with the development and distribution of Progress Profiles.

2. Improve the overall appearance of the Profiles and simplify some of the tables:
   - Remove technical jargon from the explanatory texts such as "Aggregate Days Membership, Cumulative Enrollment", etc
   - Simplify NRT, and Teacher Certification tables.

- Prepare explanatory brochures with examples and make them available through principals.

3. Find the most cost-effective method of distributing School-level Profiles
   - Current production method (Department produces 1,000,000 copies)
   - Investigate the possibility of getting school principals involved in the reproduction of the camera-ready originals for the parents.

4. Conduct several presentations on Progress Profiles to several state-wide PTA, teacher and principal association groups as well as to business groups with the following focus:
   - Purpose and objective of the Profiles Program
   - Importance of Profiles in improving educational quality
   - Interpretation and understanding of Profiles data

5. Encourage school districts to send Profile data to school principals well in advance of public distribution.
   - Minimize the principals' apprehension regarding the Profiles
   - help them in drafting an explanatory letter to be sent home with the Profiles
   - Help them understand that Profiles are in everybody's best interest